

## **Paving the Way Conference 2020 Workshop Descriptions, Objectives and Bios**

### **Day 1- June 05, 2020**

#### **Keynote presentation 9:30 am to 10:30 am**

**Title –Interpreting in the Time of COVID-19 - Lessons Learned and How to Move Forward –  
0.1 IMIA CEUs; .1 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenter: Elena Langdon**

#### **Abstract:**

2020 has been a watershed moment for our profession. The COVID-19 pandemic called for everyone to make drastic changes in their work and personal lives. Many of us changed from working onsite to working from home, and few interpreters saw patients or providers face-to-face any more. Screens became the dominant medium for communication. Healthcare personnel were overwhelmed, overworked, and undersupplied. In this keynote address, Elena Langdon will cover how different stakeholders reacted to the outbreak and what can be learned from this. Based on interviews with frontline interpreters, a review of media coverage, and case studies at various health facilities, she will offer insight into how we can move forward as a profession and continue to provide language access to those in need. Elena will also present strategies for working remotely, responding mindfully to stress, and preparing for future pandemics.

#### **Objectives:**

Attendees will learn how to:

1. Apply successful strategies deployed by healthcare facilities for transitioning to remote interpreting.
2. Identify pitfalls when working remotely as an interpreter.
3. Design a private remote workplace that upholds the national standards of practice.
4. Prepare for future pandemics or global crises.

#### **Bio:**

Elena Langdon, M.A., CT, CoreCHI has been a Portuguese-English interpreter and translator since 2000. She is certified by the American Translators Association as a translator (Portuguese into English) and by the Certification Commission for Healthcare Interpreters as a core-certified

healthcare interpreter. Elena teaches online courses for UMass Amherst and Glendon College, coordinates and teaches for MassAHEC in Boston, and devises workshops and training programs through Seven Sisters, a collaborative venture with two other training experts. Elena was chairperson of the National Board of Certification for Medical Interpreters and is currently a director of the American Translators Association. A podcast about interpreters is one of her favorite projects for 2020.

**Session A: 11:00 am – 12:30 pm**

**Title - Performance-based Skills Enhancement Techniques for Interpreters – 0.15 IMIA CEUs; .15 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenter:** Eliana Lobo

**Abstract:**

In this performance based skill enhancement workshop, participants learn about free tools, resources and techniques to help them assess and enhance performance when practicing and skill building. This presentation further includes interactive group exercises for memory, speed and register. This workshop targets both novice and experienced interpreters.

**Objectives:**

1. Practice design skills and drills to improve performance of working interpreters, sample participatory exercises for improving performance in three areas: Speed memory and register.
2. Document progress by learning how to measure, assess and track individual Improvement.
3. Explain how to set-up a metrics worksheet for tracking their individual progress and skills improvement over time, and how to interpret results and select appropriate targeted drills.

**Bio:**

Eliana is a Certified Medical Interpreter and Trainer of Trainers, with M.A.s from Brown University in Bilingual Education, and Portuguese & Brazilian Studies. Beginning as a Spanish/Portuguese medical interpreter at Rhode Island Hospital, then as Trainer & Supervisor for Harborview Medical Center's Department of Interpreter Services in Seattle, then National Director of Interpreter Quality for InDemand, and currently the Director of Lobo Language Access in Tacoma Washington, she provides consultation on language access, interpreter training curricula, and diversity & inclusion issues. Eliana is a regular speaker at healthcare interpreter conferences, presenter/co- host at NCIHC's "Home for Trainers", and CCHI Commissioner.

**Title - Mind Body & Soul – the self-care trifecta for professional interpreters – 0.15 IMIA CEUs; .15 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenter:** Rosanna Balistreri

**Abstract:**

Every day professional interpreters are exposed to a variety of settings and situations that can contribute to a great level of emotional stress and mental fatigue which have a direct impact on their cognitive skills and ultimately, on their overall professional performance. This 90-minute presentation tackles a few areas that interpreters should pay attention to in order to fire up cognitive performance and boost coping abilities when working in difficult situations and stressful environments.

**Objectives:**

1. Explain possible causes of cognitive strain and emotional stress for interpreters and translators.
2. Identify ways to keep a razor-sharp mind and a healthier life.
3. Apply the learnt effects of self-care on professionalism.

**Bio:**

Miss Balistreri is the founder of REACH-reaching diversity and has over 25 years of professional background in translation, interpreting, language teaching and assessment. As an experienced trainer and curriculum developer for Spanish and interpreting programs, she has been teaching classes at SDSU, CSUF and CSUSM. Miss Balistreri has served as President of the California Healthcare Interpreting Association, and is presently a Board Member of the National Council of Interpreters in Health Care, where she also serves as Chair of the Standards and Training Committee & co-chair of the Language of Limited Diffusion Work Group. She has a B.A. in Linguistics and a MA in Spanish Linguistics, and she has undergone extensive training in several areas of diversity, intercultural communication and healthcare.

**Title - Would you like to replenish your brain? Then come to this engaging workshop and leave with a toolbox full to keep your medical interpreter's brain shining! – 0.15 IMIA CEUs; .15 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenters:** Leda Muñoz Orians, BA, CMI; Jessica Goldhirsch, LCSW, MSW, MPH

**Abstract:** Medical interpreting is a challenging role which can be stressful, cause emotional reactions and exhaustion. Without simple and effective skills to maintain centeredness, focus and equanimity while not losing compassion, medical interpreters' performance can be compromised and they can suffer from burnout. This stimulating, participatory and skillbuilding workshop will leave participants with the tools they need to help them develop transformative self-care habits. The workshop will include illustrations of the neurobiology of the changes in participants' brains as they learn new methods to care for themselves, leading to improved communication with patients and providers and a better overall experience.

**Objectives:**

1. Apply transformative self-care skills by engaging in mindfulness, therapeutic use of music, touch and other creative practices.
2. Identify the neurophysiological changes in the brain during self-care exercises.
3. Assess the value of self-care as it can improve their performance interpreting as well as with interpersonal relations.
4. Employ their own transformative self-care and performance improvement habits.

**Bio:**

**Leda Muñoz Orians, BA, CMI**, face-to-face and telephone interpreter for over fifteen years with five years as a supervisor responsible for over forty medical interpreters at Boston Medical Center. Coming from Costa Rica, with a bachelor's degree in biology, she conducted research with local Hispanic populations for Tufts University's Departments of Nutrition and Child Development and currently interprets Spanish for Cambridge Health Alliance. Ms. Muñoz Orians is a language coach for introductory medical interpreting training programs and an instructor of pre-natal genetics for medical interpreters. She is a student of mindfulness, positive psychology and transformative self-care.

**Jessica Goldhirsch, LCSW, MSW, MPH** has been creating curricula and training medical interpreters for twenty years. Jessica grew up in an extended family of immigrants and refugees spread over four continents and speaking seven different languages. Her immersion in the immigrant/refugee experience along with her passion for the emotional needs of the physically ill lead her to careers in child life therapy, human sexuality/AIDS education, patient advocacy and medical interpreter management and training. She is a social worker in palliative care and co-facilitates Dialogues in Palliative Care for Medical Interpreters with a palliative care physician.

**LUNCH BREAK 12:30 pm – 1:30 pm**

**Session B: 1:30 pm – 3:00 pm**

**Title - An Introduction to Cancer Genetics for Healthcare Interpreters – 0.15 IMIA CEUs; .15 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenters:** Kimberly Zayhowski, MS, CGC; Daiana Bucio, MS, CGC

**Abstract:**

This presentation aims to give interpreters the background necessary for cancer genetic counseling appointments in order to help with interpretation of complicated information to non-English speaking patients. It will review the basics of genetics and inheritance, cancer genetic counseling appointments, and cancer specific genetic information. Moreover, we will discuss family implications, common misconceptions, and specific terminology that may be used during appointments.

**Objectives:**

1. Explain the basics of genetics, inheritance, and set-up of genetic counseling appointments.
2. Be able to define specific phrases and terminology that may be used in a genetics appointment.
3. Recognize several cancer genetic syndromes and implications.
4. Identify the types of genetic testing results that may be discussed with patients.

**Bios:**

**Kimberly Zayhowski** is a general genetic counselor at UMass Memorial Medical Center, working with patients in cancer, cardiac, prenatal, and general adult genetics specialties. She completed her master's training in Human Genetics and Genetic Counseling at Stanford University School of Medicine in 2018.

Kimberly spend much of her time advocating for patients of diverse backgrounds through research, talks, and clinical work.

**Daiana Bucio** is an oncology genetic counselor at the Providence St. Joseph Roy and Patricia Disney Family Cancer Center. She is a native Spanish speaker and her research efforts focus on expanding genetics services to underserved populations. She completed her master's training in Human Genetics and Genetic Counseling at Stanford University School of Medicine in 2018.

**Title – Developing a Character Strengths Language to Manage Burnout and Compassion Fatigue**  
**- 0.15 IMIA CEUs; .15 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenter:** Malka Yaacobi

**Abstract:**

The medical Interpretation profession brings with it many responsibilities, a stressful working environment, and high expectations. Interpreters also witness and give voice to many traumatic situations, such as the effect of acute illness on families, heartbreaking stories during counseling sessions, and even death. All of these factors can ultimately lead to compassion fatigue and burnout. Character strengths are the basic building blocks of a flourishing life. Everyone has a unique profile of strengths that reflect their identity. However, many people don't have an active awareness of their strengths and the power they possess by harnessing them. By recognizing character strengths in themselves and others, interpreters can develop a positive language and perspective to navigate stressful situations and improve teamwork.

**Objectives:**

1. Describe what negativity bias is and how it increases stress and may lead to burnout and compassion fatigue.
2. Recognize how specific use of language reinforces awareness and shapes the way we think.
3. List the 24 VIA positive character strengths and how to identify them in yourself and others (strengths "spotting").
4. Evaluate strategies to boost your character strengths to manage stress and enhance teamwork.

**Bio:**

Malka Yaacobi, DMA, CHI™. Before becoming an interpreter, Malka earned a DMA from the Eastman School of Music and served as the conductor of the Tufts University Symphony Orchestra. She and the group performed in over 15 countries and offered workshops to thousands of children nationally and internationally. Malka is a Certified Healthcare Interpreter, a Qualified Mindfulness-Based Stress Reduction Teacher, and trained in Internal Family Systems with its founder, Richard Schwartz. She works at the Cambridge Health Alliance as a Spanish Interpreter and leads workshops on Mindfulness-Based Stress Reduction. She is committed to patient advocacy and sharing her passion for Mindfulness and Positive Psychology with the community.

**Title - Ensuring Quality in Medical Interpretation** – 0.15 IMIA CEUs; .15 RID CEUs in Professional Studies at the some content knowledge level.

**Presenter:** Gigi Comellas

**Abstract:**

LanguageLine Solutions' Quality Assurance Manager will provide an interactive workshop to assist organizations seeking to learn the latest tools and techniques needed to ensure quality in medical interpretation. The session will include coaching techniques to improve interpreting skills; interactive role-play scenarios, and identifying interpreter development opportunities.

**Objectives:**

1. Apply coaching techniques to improve interpreting skills.
2. Apply role plays to advance your interpreting skills or advance skills of your interpreter workforce.
3. Describe how to track, score/measure interpreting skills.
4. Identify interpreter development opportunities.

**Bio:**

Gigi Comellas, Quality Assurance Manager, Customer Care. Gigi came to LanguageLine Solutions in 1993 with a Bachelors of Arts degree in English from Universidad de Puerto Rico. For many years Gigi worked as an English as a Second Language teacher. In addition to being a teacher, Gigi worked as an interpreter in the legal field in Florida. Gigi was hired by LanguageLine Solutions as a Spanish interpreter and because of her extensive experience in the fields of teaching as well as interpreting, Gigi became a Medical and Legal Trainer and Tester for the Spanish team. She is an Interpreter Coach and currently works Quality Assurance Manager for LanguageLine Solutions developing interpreters in the various fields of interpretation.

**Session C: 3:30 pm – 4:30 pm**

**Title- Infection Control and Industrial Safety for Interpreters in Medical Settings** – 0.1 IMIA CEUs; .1 RID CEUs in Professional Studies at the some content knowledge level.

**Presenter:** Margarita S. Bekker

**Abstract:**

Interpreters have long been considered language workers. While it is true that their expertise lies in communication, medical interpreters must also be considered part of the healthcare



workforce. And thus, interpreters must acquire the specialized knowledge to be safe members of the healthcare team. This presentation addresses the following issues: infection control and necessary immunizations for interpreters; discussion of TB testing versus post-BCG symptom check; protecting the interpreter and the patient from infection and use of personal protective equipment (PPE); industrial safety concepts and interpreting for inmates and in medical/mental health facilities at jails/prisons; interpreter safety with respect to mechanical danger, dangerous and abusive people, chemical hazards, and radiation hazards; mental hygiene measures.

**Objectives:**

1. Explain the concept of infection control.
2. Discuss the importance of immunizations and personal protective equipment for interpreters in medical settings.
3. Explain personal safety measures in healthcare settings including mental health, inmate health, and abusive patient's situations.

**Bio:**

Margarita Bekker, CoreCHI™, is Lead Russian Interpreter, Education and Training, at Stanford University Medical Center, and Chair of the Certification Commission for Healthcare Interpreters. Since 2012, she has been a curriculum developer and instructor of healthcare interpreting courses (Russian) for master-level distance learning program at Glendon School of Translation at York University, Toronto, Canada. Margarita is a certified Bridging the Gap trainer. She was a Russian Language Coach at the City College of San Francisco HCI program. Margarita is a former President of CHIA and received its Interpreter of the Year Award in 2016.

**Title –Cultural Safety and the Role of the Interpreter – 0.1 IMIA CEUs; .1 RID CEUs in the topics of Power, Privilege and Oppression at the some content knowledge level.**

**Presenter:** Amer Jafar Al Fayadh

**Abstract:**

Controlling cognitive biases can result in improved communication between the provider and the Limited English Proficient (LEP) service recipient. More importantly, in healthcare settings, fostering a positive cultural understanding can allow for proper care to take place. Around the world, more and more institutes are recognizing the importance of the topic in informing the care team's decision-making process while serving LEPs. During this presentation, we will be exploring the topic in an interactive way that will equip the participants with the necessary tools that will allow them to handle complex situations more swiftly.

**Objectives:**

1. Explain the role of culture in communication.
2. Evaluate the role of unconscious biases and their impact on decisionmaking.
3. Explain how to foster healthy conversations.
4. Identify the role of the interpreter and the service provider in creating safe environment.

**Bio:**

Amer Al Fayadh is the Language Services Program Coordinator at CWS - Lancaster, PA, and a licensed trainer of interpreters. Amer worked as a staff & freelance interpreter for over a decade. Amer graduated with an MPA from the University of Roehampton-England. In his work with CWS, Amer worked directly with refugees from over twenty countries, and that helped to shape Amer's perspective on the vital role of cultural norms in our day to day decision-making. Fostering a healthy cultural understanding can enrich the conversation and lead to better outcomes.

**Title - Comparison across 24 Interpreter Services Departments in U.S. health care organizations – Not approved for IMIA CEUs; .1 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenter:** Samuel B. Verkhovsky

**Abstract:**

In assuming the role of manager of interpreter services at Dartmouth Hitchcock Medical Center, I was tasked to conduct a needs assessment of our LEP patient population as well as our ability to provide appropriate services. I decided that I would consult leaders of interpreter services departments at top US medical centers. I spoke with the leaders of 24 hospital based interpreter services departments asking them 25 questions about best practices in managing an interpreter services department. This included top ranked medical centers, level 1 trauma centers, academic medical centers, specialty hospitals, urban and rural centers and centers with high LEP and low LEP concentrations for comparison. All were centers with long standing interpreter services departments with leadership. I surveyed top US medical centers according to US News and World Report, the top 3 cancer centers in the country and 2 of the top 5 children's hospitals in the country, as well as most of the prominent medical centers in New England.

**Objectives:**

1. Evaluate culturally and linguistically appropriate health care services.
2. Identify language access and LEP patient's rights.

3. Identify applications of technology that improve access to care, interpreter training and on the job tools for working interpreters.
4. Evaluate interpreting in specific medical specialties.

**Bio:**

I was a Russian medical interpreter at Harborview Medical Center in Seattle for 12 years. I did my bachelor's degree at the University of Washington in Political Science and studied Arabic at the Monterey Institute for International Studies, then went to do a master's degree in international economics at Johns Hopkins University and then a master's in public Health at Dartmouth. I am now the manager of interpreter services at Dartmouth Hitchcock Medical Center in New Hampshire.

**Title - The Role of the Interculturalist Interpreter – 0.1 IMIA CEUs; .1 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenter:** Samira Jubran

**Abstract:**

With a changing global world, the need for an evolving interpreter role in healthcare arises. Specializations in interpreting & translation in the new decade after the certification phase for interpreters is needed. Cross Cultural, intercultural communications and Artificial intelligence will demand an advanced interculturalist interpreter. An interculturalist interpreter leading the profession in education, training and research. Legal & Medical interpreting require separate training. Social justice in addition to the science behind the neuroplasticity of our brain will require emotional intelligence, cultural intelligence in addition to our IQ to develop a global mindset and bring joy to the provider-interpreter-patient encounter.

**Objectives:**

1. Identify changing healthcare in patient-centered culture.
2. Identify gaps in healthcare with current interpreter role limitations.
3. Create an advanced role of the interculturalist interpreter.
4. Manage the new role into interpreting advocacy framework.

**Bio:**

Born in Jerusalem, An Arab American Interculturalist with an undergrad degree in Clinical Biomedical Engineering from Case Western Reserve and a Master's of Arts in Intercultural Studies with Emphasis in Education from Union University in TN. A pioneer certified Arabic interpreter and interpreter trainer Samira works at Mayo Clinic in Rochester, MN as an interpreter, an Arabic

language & culture Subject matter expert and an interculturalist for education training and research. With a vital role as the vice-chair of Arab MERG, Samira was elected Mayo Clinic Diversity & Inclusion 2018 Champion for her work.

## **Day 2- June 06, 2020**

### **Keynote presentation 9:00 am to 10:00 am**

**Title – Harry Potter Syndrome – 0.1 IMIA CEUs; .1 RID CEUs in the topics of Power, Privilege and Oppression at the some content knowledge level.**

**Presenter:** Kevin Richmond

#### **Abstract:**

The aim of the “Harry Potter Syndrome” presentation is to investigate the parallels between various groups (Deaf, Deafblind, LGBTQ+, etc.) and the story of Harry Potter. The focus lies in the ways that the character’s life is impacted by his dealings with family, education, and work, and how each might differ or relate to the experiences felt by these groups, along with the ways that each have been oppressed or liberated. Further, I explain my own experience and journey through these situations as a Deafblind and gay individual and how that experience applies to the Harry Potter novels. The goal is to open peoples’ minds and encourage selfquestioning from multiple perspectives, with hope that these shared experiences would help others to feel enough safety and solidarity to continue to show their true identities.

#### **Objectives:**

1. Recognize and learn the diversity and cultures.
2. Discuss interpreters’ and medical staffs’ attitudes and not “normal” vs “normal” people in medical setting.
3. Evaluate the benefit and impact of diversity in the medical setting.

#### **Bios:**

Kevin Richmond is DeafBlind and has his own business, “American Sign Language and DeafBlind Consulting Services.” He has given many presentations and trainings for the hospital and educational institutions about the DeafBlind experiences and how to work with Deaf/Hard of Hearing/DeafBlind patients. Kevin also used to be a full-time lecturer at the University of Vermont in the ASL Program.

**Session A: 10:30 am – 12:00 pm**

**Title - Anatomy of an Office Visit – 0.15 IMIA CEUs; .15 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenter:** Lisa Walker, PA-C

**Abstract:**

Context is critical in any successfully interpreted encounter. In this workshop, participants will be provided with an overview of common medical encounters and the thought process used by health care providers in diagnosing and treating patients. Participants will be introduced to the importance of provider/patient communication in health and healing, and appreciate the context of a typical medical visit through the eyes of the healthcare provider.

**Objectives:**

1. Recognize titles and understand roles of professionals in the healthcare system.
2. Describe the components of a typical healthcare encounter.
3. Summarize the process used by providers to arrive at diagnosis and treatment of illness and maintenance of health.
4. Illustrate the critical nature of communication in the patient-provider relationship, and the potential impact of the interpreter in ensuring successful clinical outcomes.

**Bio:**

Lisa Walker, PA-C, is the founding director of the Physician Assistant program at the MGH Institute of Health Professions in Boston. She has over 20 years' experience in PA education.

Prior to becoming a PA, Lisa received her AS degree in Interpreting for the Deaf from Northern Essex Community College and worked as a medical interpreter. She is the author of a chapter on patients with disabilities in the widely used text Physician Assistant: A Guide to Clinical Practice, now in its fifth edition. She has presented regionally and nationally on health disparities, health literacy, and improving access to care.

**Title – Remote Interpreting: Could It Be the Next Step for You? – 0.15 IMIA CEUs; .15 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenter:** Elena Langdon

**Abstract:**

Remote interpreting, in the form of OPI (Over the Phone Interpreting) and VRI (Video Remote Interpreting) is well established in healthcare throughout the country. Some industry pundits still deem it as a "necessary evil," yet it means greater language access for LEP patients and families. It also can be very rewarding for interpreters. In this panel discussion we will hear from an interpreter who went remote and was pleasantly surprised, and a medical provider who works regularly with remote interpreters. We will also take a look at what patients have to say about the modality, mainly through studies that have been published on the topic.

**Objectives:**

1. Describe how remote interpreting increases language access and can meet the NCIHC Standards of Practice.
2. Identify the perspective of an LEP patient, a healthcare provider, and an interpreter with regards to remote interpreting.
3. Formulate decisions regarding best practices for remote interpreting.

**Bio:**

Elena Langdon, M.A., CT, CoreCHI has been a Portuguese-English interpreter and translator since 2000. She is certified by the American Translators Association as a translator (Portuguese into English) and by the Certification Commission for Healthcare Interpreters as a core-certified healthcare interpreter. Elena teaches online courses for UMass Amherst and Glendon College, coordinates and teaches for MassAHEC in Boston, and devises workshops and training programs through Seven Sisters, a collaborative venture with two other training experts. Elena was chairperson of the National Board of Certification for Medical Interpreters and is currently a director of the American Translators Association. A podcast about interpreters is one of her favorite projects for 2020.

**Title - What Can Happen When a Clinician, a Manager and an Educator Work Together to Create Medical Interpreter Continuing Education? – 0.15 IMIA CEUs; .15 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenters:** Jessica Goldhirsch, LCSW, MSW, MPH; Janet Abraham, MD and Nina Scott, CMI

### **Abstract:**

Medical interpreters are expected to assert themselves and to partner with a diverse group of clinicians to engage in pre-encounter briefings and to function as a conduit, clarifier and cultural mediator during encounters. Yet, interpreters get very little if any time to communicate and gain comfort with clinicians outside of encounters. In addition, few clinicians are trained to work effectively with medical interpreters or to understand their role and the limitation of their role. Through direct and guided conversations, professionals from different disciplines can teach each other how they can best to work together while beginning to cultivate a partnership. Interpreters and clinicians working as partners can lead to more effective communication with patients and their families. We will share the results of our study reflecting an increase in medical interpreter confidence following a series of well-designed and facilitated dialogues as well as the steps taken to create this series of dialogues. We will also share our perspectives and challenges as manager, clinician and educator as we worked together to develop this innovative educational program.

### **Objectives:**

1. Discuss the value of facilitated dialogues between clinicians and interpreters.
2. List the steps needed and challenges to overcome to create dialogues between interpreters and clinicians
3. Measure the results of an evaluation study reflecting an increase in confidence among interpreter participants and how this can contribute to their ability to partner with clinicians.
4. Discuss the experiences creating and facilitating and evaluating these dialogues had by manager, clinician and trainer.

### **Bios:**

**Jessica Goldhirsch**, LCSW, MSW, MPH has been creating curricula and facilitating education for medical interpreters for over twenty years. Jessica grew up in an extended family of immigrants and refugees spread over four continents and speaking seven different languages. Her immersion in the immigrant/refugee experience along with her passion for the emotional needs of the physically ill lead her to careers in child life therapy, human sexuality/AIDS education, patient advocacy, medical interpreter management and training and social work. She is a clinical social worker with the Dana-Farber/Brigham and Women's Palliative Care Consult Service.

**Janet Abraham**, MD, Institute Physician at Dana-Farber Cancer Institute and Professor of Medicine at Harvard Medical School is board-certified in Internal Medicine, Hematology, Oncology and Hospice and Palliative Medicine. In 2001, she created the first Pain and Palliative Care service at Dana Farber Cancer Institute and at Brigham and Women's Hospital. Dr. Abraham has over one hundred publications including her book, "A Physician's Guide to Pain and Symptom

Management in Cancer Patients”. She teaches in the Harvard Center for Palliative Care course and lectures nationally and internationally.

**Nina Scott**, MSHS, CMI-Spanish is the Manager of Interpreter Services at Dana-Farber Cancer Institute. She is also an instructor for the Medical Interpreting Course at Boston University’s Interpreter Program and serves on the board of the Forum for the Coordination of Interpreter Services (FOCIS). Previously, Nina served as Manager of Interpreter Services at McLean Hospital and worked as a medical interpreter at UMass Memorial Medical Center and Shriners Hospitals for Children-Boston. Nina has a BA in International Cultures and Economics from Bentley College and a MS in Management in Human Services from the University of Massachusetts Boston.

### **LUNCH BREAK - 12:00 pm – 1:30 pm**

### **Session B 1:30 pm– 4:30 pm**

**Title – When is Advocacy Not Advocacy? (When it’s Countertransference) – 0.3 IMIA CEUs; .3 RID CEUs in Professional Studies at the same content knowledge level.**

**Presenters:** Jessica Goldhirsch, LCSW, MSW, MPH; Jane Crandall Kontrimas CoreCHI™

#### **Abstract:**

Most of us don’t really know what countertransference means or why it is included in the MMIA/IMIA Standards of Practice. Most of us also don’t know why we are expected to be able to advocate for our patients but are told to avoid this part of our role in many cases. During this participatory workshop we will define and illustrate examples of normal everyday countertransference experienced by numerous professionals working with patients. We will then look at the way our own countertransference might influence our choices when we decide whether or not to advocate. We will go on to analyze a variety of cases and evaluate the appropriateness of engaging in advocacy in those situations.

#### **Objectives:**

1. Participants will be able will be able to describe what countertransference is.
2. Participants will be able to recognize that countertransference could motivate one to engage in advocacy inappropriately.
3. Participants will be able to apply their understanding of their own countertransference to their own emotional reactions during encounters.

4. Participants will be able to identify the role countertransference can play when choosing to engage in advocacy.

**Bios:**

**Jane Crandall Kontrimas** CoreCHI™, M.S. has been a Russian Interpreter at Beth Israel Hospital—and now Beth Israel Deaconess Medical Center—since 1979. In 1985 she and Raquel Cashman, Interpreter Services Manager at Boston City Hospital, hosted the first meeting of what became the MMIA, Massachusetts Medical Interpreter Association, (now called the IMIA). The MMIA/IMIA “Standards of Practice for Medical Interpreters” was developed and published in 1995 while she chaired the MMIA Standards of Practice committee. She continues expressing her passion for interpreting by training interpreters, medical students, and medical faculty and social workers.

**Jessica Goldhirsch**, LCSW, MSW, MPH has been creating curricula and providing education for medical interpreters for twenty years. Jessica grew up in an extended family of immigrants and refugees spread over four continents and speaking seven different languages. Her immersion in the immigrant/refugee experience along with her passion for the emotional needs of the physically ill led her to careers in child life therapy, human sexuality/AIDS education, patient advocacy and medical interpreter management and training. She is a social worker in palliative care and co-facilitates Dialogues in Palliative Care for Medical Interpreters with a palliative care physician.

**Title – To Stay in the Room or Not: And Other Trends in ASL Interpreting Ethics – 0.3 IMIA CEUs; .3 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenter** - Rebecca Buchan, MA, CI, CT, IIC

**Abstract:**

Presentation Abstract: Specialized ethics for ASL interpreters have been formalized since the mid 1960’s during a time when professional interpreting in any language was in its infancy. In the past decade with the insurgence of immigrants, refugees and asylum seekers, coupled with a widening acceptance of language access provision, ASL interpreters are working alongside spoken language interpreters and are being held accountable to a new realm of ethics and expectations. Some ASL interpreters are trying to hold true to their ethical roots, while others are learning to assimilate into the common presumption that all interpreting is alike, regardless of modality or language.

This presentation is meant to open the door for safe discussions on RID’s Code of Professional conduct as it compares to other interpreting organization codes of ethics and how language

providers can work in solidarity for the benefit of those we serve while holding true to their own ethical codes.

**Objectives:**

1. Participants will identify current trends in ethical decision making within the ASL interpreting community through activity and group discussion.
2. Using other interpreting organization codes of ethics, participants will be able to discuss a detailed comparison between ASL interpreting ethics and those associated with spoken language interpreting, analyzing the reasons behind the differences and potentially develop new approaches to their decision making based on the discussion.
3. Participants will be able to assess their own constructs for ethical decision making, taking notice of areas in which their process could be altered, improved or augmented.
4. ASL interpreters and spoken language interpreters will be able to discuss each other's world as it pertains to professional behavior and decision making while interpreting in activities and small group discussions.

**Bio:**

Rebecca Buchan, MA, CI, CT, IIC, has over two decades of ASL interpreting experience. She supervises LUNA Language Services current pool of 250+ ASL interpreters and assists in the coordination of their assignments. In 2013, Rebecca earned her Master's degree in Organization and Professional Communication and Development from Ball State University. In addition, she holds a Certificate of Interpretation and Certificate of Transliteration from the Registry of Interpreters for the Deaf. Rebecca was proudly in the first group of ASL interpreters to be qualified by the Indiana Supreme Court. Additionally, throughout the last 20+ years, Rebecca has served as adjunct faculty for several four-year ASL interpreting programs in colleges around the state, educating interpreting students on language acquisition and interpreting pedagogy. Also of note is Rebecca's recent appointment as a mediator for the Registry of Interpreters for the Deaf's Ethical Practice System.

**Title - Individualized Education Plan Process for Interpreters – 0.3 IMIA CEUs; .3 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenter:** Cheryl Ortiz, PhD

**Abstract:**

This is a 3-hour workshop focuses on a review of the most relevant information technical terms, vocabulary and team due process in the special education field, adapted specially for interpreters that provide services during team meetings. Participants will become familiar with the principles behind of the special education process. Finally, we will discuss typical challenges for the interpreters and special issues expected to deal with during team meetings.

**Objectives:**

1. Identify the different types of Special Education meetings. What is reviewed in the meeting, evaluation process and types of evaluations?
2. Recognize and to be able to follow the sequence steps in the Eligibility determination process for Disability Categories and Disability determination for special education services.
3. Identify and understand the roles of the members of the team in a special education meeting.

**Bio:**

Dr. Ortiz has worked in the special education department of Worcester Public Schools since 2001. First as a Bilingual Special Education Teacher than as a Bilingual Learning Disabilities Specialist and currently as an Evaluation Team Chairperson. Dr. Ortiz is Bilingual and earned a Master's Degree in Education from the University of Connecticut and a Doctorate Degree in Education from Capella University. She works with several interpreters in her current position. Dr. Ortiz holds teaching licenses in Bilingual Education, Special Education, English as a Second Language and Business. She also holds principal licenses in K-12 along with a Director's License.

**Title – El Sistema Inmunológico (Spanish speakers only) – 0.15 IMIA CEUs; .3 RID CEUs in Professional Studies at the some content knowledge level.**

**Presenter:** Rosanna Balistreri

**Abstract:**

This 90-minute presentation is facilitated in Spanish only and will provide an overview of the immune system and how its main elements work together to defend our body. Attendees will also explore common conditions, diagnostic and therapeutic information related to our body defense mechanism.

**Objectives:**

1. Identify the main elements of the immune system.
2. Distinguish between Innate and Adaptive Immunity.
3. Explain common conditions that affect the main parts of the immune system.
4. Recognize common procedures used to diagnose a problem related to the immune system.

**Bio:**

Miss Balistreri is the founder of REACH-reaching diversity and has over 25 years of professional background in translation, interpreting, language teaching and assessment. As an experienced trainer and curriculum developer for Spanish and interpreting programs, she has been teaching classes at SDSU, CSUF and CSUSM. Miss Balistreri has served as President of the California Healthcare Interpreting Association, and is presently a Board Member of the National Council of Interpreters in Health Care, where she also serves as Chair of the Standards and Training Committee & co-chair of the Language of Limited Diffusion Work Group. She has a B.A. in Linguistics and a MA in Spanish Linguistics, and she has undergone extensive training in several areas of diversity, intercultural communication and healthcare.